



## GREER HIGH

3000 East Gap Creek Rd.  
Greer, SC 29651

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,200 Students	
<b>Principal</b>	Mr. Marion Waters	864-355-5700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Below Average</b>
2009	Average	Good
2008	Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	10	0	0

\* Ratings are calculated with data available by 09/29/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	82.8%	76.6%	74.1%	83.1%	78.2%	80.8%
Passed 1 subtest (%)	9.7%	12.8%	13.3%	9.6%	12.0%	10.8%
Passed no subtests (%)	7.5%	10.6%	12.6%	7.6%	9.8%	8.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	91.2%	91.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	315	348	348	327
Number of Graduates in Cohort	244	247	258	240
Rate	77.5%	71.0%	74.9%	72.4%

\*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	70.9%	77.1%
English 1	57.7%	71.2%
Physical Science	58.0%	62.2%
US History and the Constitution	46.3%	48.2%
All Tests	57.8%	64.3%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=1,200)</b>				
Retention rate	5.0%	Down from 6.3%	2.9%	3.7%
Attendance rate	93.6%	Down from 93.9%	95.7%	95.4%
Eligible for gifted and talented	15.5%	Up from 10.1%	16.4%	12.4%
With disabilities other than speech	13.3%	Up from 11.7%	12.5%	12.8%
Older than usual for grade	11.1%	Up from 9.0%	7.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	1.5%	1.1%
Enrolled in AP/IB programs	18.4%	Up from 15.5%	18.4%	13.1%
Successful on AP/IB exams	64.2%	Down from 66.7%	57.3%	50.4%
Eligible for LIFE Scholarship	22.3%	Down from 29.9%	34.2%	30.4%
Annual dropout rate	4.3%	Down from 4.7%	3.4%	3.1%
Career/technology students in co-curricular organizations	1.4%	Down from 1.6%	2.2%	2.2%
Enrollment in career/technology courses	495	Down from 656	544	424
Students participating in work-based experiences	11.7%	Up from 10.0%	12.6%	11.7%
Career/technology students attaining technical skills	73.3%	Down from 78.6%	79.1%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	63.8%	Up from 60.8%	64.6%	60.4%
Continuing contract teachers	91.3%	Up from 81.1%	80.2%	76.6%
Teachers with emergency or provisional certificates	4.5%	Up from 2.9%	4.4%	6.5%
Teachers returning from previous year	90.7%	Up from 86.8%	87.9%	86.8%
Teacher attendance rate	96.9%	Up from 96.2%	96.0%	95.8%
Average teacher salary*	\$48,413	Up 2.2%	\$48,837	\$47,390
Professional development days/teacher	8.5 days	Up from 7.8 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	26.5 to 1	Down from 28.6 to 1	28.5 to 1	25.8 to 1
Prime instructional time	92.0%	Up from 90.1%	91.1%	90.1%
Dollars spent per pupil**	\$6,380	Up 5.3%	\$7,542	\$7,974
Percent of expenditures for teacher salaries**	56.2%	Up from 55.9%	56.5%	55.4%
Percent of expenditures for instruction**	58.8%	Up from 58.5%	61.3%	60.4%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.4%	Down from 100.0%	94.5%	96.0%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	Excellent	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	284	91.2%	1167	57.8%	348	71.0%	No
<b>Gender</b>							
Male	134	89.6%	637	56.2%	169	65.1%	N/A
Female	150	92.7%	530	59.8%	179	76.5%	N/A
<b>Racial/Ethnic Group</b>							
White	170	92.4%	672	68.0%	206	72.8%	N/A
African American	73	86.3%	289	44.3%	93	64.5%	N/A
Asian/Pacific Islander	N/A	N/A	14	78.6%	N/A	N/A	N/A
Hispanic	39	94.9%	185	40.5%	47	74.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	23	56.5%	132	32.6%	33	39.4%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	22	90.9%	134	40.3%	26	69.2%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	111	88.3%	579	48.7%	142	65.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Greer High School was recognized by the South Carolina Department of Education as a Silver Award Winner in 2008-2009 for student achievement and as a Gold Award Winner for closing the achievement gap with select populations of students who historically have not performed well academically in school. The 2009-2010 school year had many highlights that hopefully will allow us to build on gains made in 2008-2009.

Instructional efforts continue to focus on alignment of state learner standards to the various assessments that students face prior to leaving high school – High School Assessment Program, ACT, PSAT, SAT, MAP, and end-of-course testing. South Carolina learner standards and expectations for learning have been recognized by many educational experts nationally as being in the top five states in the nation for rigor and challenge. In working with our various stakeholders, teachers, parents, and students acknowledge that as the academic bar is raised, additional effort must be expanded in all areas for every student to succeed in meeting higher levels of academic achievement. The move to the 4x4 block schedule has afforded an opportunity to double the amount of time in English and mathematics for students working at an instructional level below the ninth grade.

Efforts at improving graduation rates continue to be a major focus at Greer High this school year as additional resources were extended to reach and assist those who were performing below expectations. Greer High Faculty and Staff continue to examine data reports for in-depth analysis of trends over time with the primary goal being continuous improvement.

The arrival of HSAP, end-of-course, SAT, and ACT data will permit comparison of performance rates of prior test administrations with this year's student performance. MAP testing from Greer Middle and from Greer High's ninth grade will be used to assess individual achievement per student for growth gains and will serve as a basis for student scheduling and placement in the 2010-2011 school year. Greer High School remains committed to providing each and every student the most rigorous, challenging educational opportunity based upon the students' needs and abilities.

Marion Waters, Principal  
Louise Gillespie, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	230	46
Percent satisfied with learning environment	98.3%	79.0%	84.4%
Percent satisfied with social and physical environment	98.3%	79.7%	75.0%
Percent satisfied with school-home relations	91.4%	88.2%	72.7%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 15 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.7%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	276	99.6	15.5	35.3	26.4	22.9	59.7	71.3	65.9	No	Yes
Male	153	100	19.7	35.9	23.9	20.4	56.3	66	60.8	N/A	N/A
Female	123	99.2	10.3	34.5	29.3	25.9	63.8	76.7	71	N/A	N/A
White	169	99.4	5.6	33.8	30	30.6	71.9	81.9	77.5	Yes	Yes
African American	57	100	32.1	37.7	20.8	9.4	37.7	49.4	49.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	45	100	35	40	15	10	37.5	58	56.8	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	41	100	50	41.7	5.6	2.8	19.4	24.8	21.3	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	28	100	39.3	42.9	17.9	0	35.7	49.7	47.3	I/S	I/S
Subsidized meals	144	99.3	24.6	38.5	23.8	13.1	50	52.9	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	276	99.6	20.2	29.5	30.2	20.2	59.7	64.6	62.3	No	Yes
Male	153	100	23.9	26.1	26.8	23.2	60.6	64.8	61.7	N/A	N/A
Female	123	99.2	15.5	33.6	34.5	16.4	58.6	64.3	63	N/A	N/A
White	169	99.4	11.3	26.3	33.8	28.8	73.8	76.1	75	Yes	Yes
African American	57	100	43.4	32.1	20.8	3.8	30.2	38.6	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	45	100	25	37.5	27.5	10	45	53.9	56.7	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	41	100	55.6	16.7	22.2	5.6	27.8	22.7	22.1	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	28	100	25	42.9	25	7.1	42.9	50.9	52.6	I/S	I/S
Subsidized meals	144	99.3	27.7	33.1	28.5	10.8	50	46.2	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	275	90.2	55.2	23.0	9.7	12.1	21.8	N/A	N/A	N/A	N/A
Male	152	87.5	50.4	20.3	12.0	17.3	29.3	N/A	N/A	N/A	N/A
Female	123	93.5	60.9	26.1	7.0	6.1	13.0	N/A	N/A	N/A	N/A
White	168	92.3	42.6	27.7	11.6	18.1	29.7	N/A	N/A	N/A	N/A
African American	57	86.0	79.6	12.2	8.2	0.0	8.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	45	88.9	75.0	15.0	5.0	5.0	10.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	40	60.0	75.0	20.8	0.0	4.2	4.2	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	32	87.5	85.7	7.1	3.6	3.6	7.1	N/A	N/A	N/A	N/A
Subsidized meals	143	87.4	64.8	20.8	9.6	4.8	14.4	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	327	99.4	12.7	37.3	30.4	19.6	64.1	66.9	61.8
	2010	276	99.6	15.5	35.3	26.4	22.9	59.7	71.3	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	327	99.7	20.8	28.7	24.4	26.1	62.5	64.7	62.7
	2010	276	99.6	20.2	29.5	30.2	20.2	59.7	64.6	62.3

\* Adjusted to account for natural variation in performance.